



U N I V E R S I T Y O F
SOUTH CAROLINA
A I K E N

Improving the Grade of Educational Excellence: Institutional Effectiveness Report 2009

Available online at:
<http://ie.usca.edu/assessment/IEreport2009.pdf>

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University Mission

Founded in 1961, the University of South Carolina Aiken (USCA) is a comprehensive liberal arts institution committed to active learning through excellence in teaching, faculty and student scholarship, research, creative activities and service. In this stimulating academic community, USCA challenges students to acquire and develop the skills, knowledge, and values necessary for success in a dynamic global environment.

The university offers degrees in the arts and sciences and in the professional disciplines of business, education, and nursing. All courses of study are grounded in a liberal arts and sciences core curriculum. USCA also encourages interdisciplinary studies and collaborative endeavors.

Emphasizing small classes and individual attention, USCA provides students with opportunities to maximize individual achievement in both academic and co-curricular settings. The institution challenges students to think critically and creatively, to communicate effectively, to learn independently, and to acquire depth of knowledge in chosen fields. The university values honesty, integrity, initiative, hard work, accomplishments, responsible citizenship, respect for diversity, and cross-cultural understanding.

USC Aiken attracts students of varying ages and diverse cultural backgrounds who have demonstrated the potential to succeed in a challenging academic environment. In addition to serving the Savannah River area, USCA actively seeks student enrollment from all parts of South Carolina as well as from other states and countries.

As a senior public institution of the University of South Carolina, USCA combines the advantages of a smaller institution with the resources of a major university system. Located in beautiful, historic Aiken, South Carolina, USCA is an institution of moderate size (2,500-5,000 students) that offers baccalaureate degrees in a number of disciplines, completion baccalaureate degrees at University of South Carolina regional campuses, and master's degrees in selected programs.

The USCA World Wide Web Home Page is: <http://www.usca.edu>

The USCA Office of Institutional Effectiveness World Wide Web Home Page is: <http://ie.usca.edu>

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Introduction

In past years, this report was submitted to the South Carolina Commission on Higher Education (CHE) and the state legislature in compliance with South Carolina Act 255 of 1992 and Act 629 of 1996. The State budget proviso 89.121 of 2009 reduced reporting requirements for higher education institutions by waiving for FY 2009-2010 certain sections of state code which include mandated reporting. The immediate impact for institutional effectiveness reporting is that the only Institutional Effectiveness data required for the IE report is student pass rates on professional examinations. Although it is not legally required, this report was completed to summarize and document improvements made through the continuing comprehensive assessment system at the University of South Carolina Aiken (USCA).

USCA's mission, which challenges students to "acquire and develop the skills, knowledge and values necessary for success in a dynamic global environment," as well as the University's strategic plan guide all assessment efforts on campus. The extent to which students have achieved learning outcomes, developed as citizens and individuals, and reached their educational goals constitutes the measures of our success. Outcomes assessment forms the core of campus efforts to measure progress, make adjustments, and demonstrate that the University is laying a foundation for excellence.

Assessment activities are coordinated and monitored by the Office of Institutional Effectiveness. The mission of this office is to provide internal and external constituencies with an accurate and complete understanding of how USCA is advancing its institutional mission. The IE Office uses a multifaceted and dynamic approach that integrates the collection and analysis of institutional data with the coordination of the assessment of student learning outcomes from academic units, general education, and co-curricular programs in an ongoing effort to improve programs and services throughout the university. The IE Office disseminates assessment results and institutional data to support institutional planning and decision-making as well as to advance quality and innovation in the teaching and learning process, co-curricular programs, and other administrative units.

A variety of institution-wide assessment efforts and planning documents were completed in 2008-09 that impact learning across academic programs. Highlights among these efforts include USCA's participation in or completion of:

State Agency Accountability Report 2008-09 (2009)

Faculty Salary Study, 2008-09 (2009)

First Pace Program Effectiveness Report 2009

Student Orientation Reports (2009)

Student Satisfaction with Bookstore Services (2009)

Findings from these studies have been analyzed and disseminated to a variety of constituencies; serving as an indication that improvement of educational outcomes lies at the heart of institutional priorities. Administration of assessment tools and ongoing studies about campus-wide academic success continues to proceed on a regular schedule to promote quality learning and data-driven decisions. As an indicator of USCA's dedication to its mission and its commitment to continuous improvement, the institution opted in the 2007-08 academic year to be an early participant in the Voluntary System of Accountability (VSA). Results and recommendations from studies and links to VSA's College Portrait are available on the IE Office website at <http://ie.usca.edu>.

Library Resources

Overview

The assessment of library services through multiple measures has prompted a wide range of developments and improvements in library resources and the delivery of services. Assessment of the collections by librarians and teaching faculty has prompted substantial additions and modifications to Library collections, including the acquisition of electronic resources and retirement of outdated materials. Instructional workshops for students have been modified following the results from student evaluations..

Mission

The Gregg-Graniteville Library of the University of South Carolina Aiken (USCA) supports the University's overall mission through excellence in facilities, collections, services, instruction, and scholarship.

Goals and Objectives

Library faculty and staff invested considerable time in 2004-05 re-envisioning goals and objectives that relate directly to the Library's mission. The draft set of goals is below.

- 1. Stimulate teaching and learning**
 - a. Teach students how to use library resources to meet their research needs and enhance their capacity to be self-directed learners
 - b. Provide and promote an active information literacy and instruction program in support of the curriculum
 - c. Enable students to develop research skills for finding, analyzing, and evaluating information
 - d. Enhance the ability of library faculty and staff to provide exemplary programs
- 2. Deliver helpful, friendly, and timely service to library users**
 - a. Maintain active and productive relationships with academic and administrative units, campus constituencies, and outside user communities
 - b. Interact with library patrons in a helpful and friendly fashion
 - c. Provide library patrons with access to collections and services
 - d. Provide a helpful and knowledgeable staff to meet the needs of library patrons
- 3. Maintain and develop collections that support the curriculum and the teaching mission of the university**
 - a. Provide a balanced and well-maintained collection that supports the curriculum and research needs of the students
 - b. Enhance patron access to library collections through reference, circulation, interlibrary loan, and access to government information
- 4. Develop outreach efforts in order to educate patrons and promote the Library**
 - a. Promote and raise awareness about services available to faculty, students, and other on-/off-campus constituencies.
 - b. Improve communication with library patrons
- 5. Develop and maintain excellent facilities**
 - a. Provide an environment that is attractive, comfortable, and conducive to individual study, group collaboration, and research
 - b. Provide technology that is up-to-date and sufficient in quantity to meet the needs of the USCA community

Assessment Methods and Outcomes

Assessment measures are tied as directly as possible to outcomes associated with each goal, and multiple measures are used to monitor the extent to which each goal and objective has been met. Measures used in the past few years, however, include satisfaction surveys, usage and circulation

statistics, evaluations of teaching, comparison to standards developed by the American Library Association (ALA), faculty assessments, and assessment of collections by the library faculty.

Maintaining Active and Productive Relationships with Constituencies

A library orientation session has been an integral part of new faculty orientation for the past few years. The AFYS and English 101/102 classes typically include library instruction. Both the online catalog and the electronic collections are accessed through the Library website. In order to reflect more accurate statistics on web page access/use, the Library switched from *Awstats* to *Google Stats*. The Library facilities are open 86 hours per week, and electronic resources are available 24 hours per day. Many database vendors offer statistics to their users. Some (e.g. CCH Internet Tax Research Network) will not allow access to the use statistics.

Web Stats 2005/06 (Baseline) -- 2007/08

	2005/06	2006/07	2007/08
Unique Visitors	33,680	36,437	35,006
No. of Visits	78,812	101,810	87,521
Pages Viewed	1,072,029	316,457	322,311
Total Hits	3,860,295	NA	NA

Collections Additions and Modifications

Among print collections, regular monitoring of item circulation statistics and content assessment has prompted increased removal of outdated materials, while also adding new print resources identified by faculty librarians and teaching faculty.

Collection Additions and Modifications 2002-03 to 2007-08

	Books		Periodicals		Government Documents		Level 1 Expend. (Books & Per.)
	Additions	Withdrawals	Additions	Withdrawals	Additions	Withdrawals	
2002-2003	3,402	199	9	12	3,094	--	\$379,959
2003-2004	4,757	1,421	24	0	2,423	--	\$368,278
2004-2005	4,005	5,856	2	2	1,917	--	\$419,675
2005-2006	3,380	5,306	4	82	1,549	3,541	\$370,577
2006-2007	2,315	296	7	13	5,098	2,328	\$365,975
2007-2008	1,914	1,309	7	49	1,089	517	\$386,581

To meet curricular needs, the Gregg-Graniteville Library has increased subscriptions to electronic journal databases to provide extensive resources for USCA students. Partnerships and consortial agreements with other South Carolina institutions and colleges/universities throughout the Southeast enable USCA to utilize cost avoidance strategies that benefit our student population and gain access to resources whose costs would be prohibitive if subscribed to on an individual basis. Electronic resources, accessible from both on and off campus, include the USC's online catalog and numerous databases. The result of making significant additions to electronic resources has been to increase circulation statistics.

Circulation Statistics 2002-03 to 2007-08

	Total Circulation	In Building Use	Total Usage
2002-2003	24,657	6,666	31,210
2003-2004	22,258	7,128	29,386
2004-2005	23,894	8,897	32,791
2005-2006	25,869	499	26,363
2006-2007	27,962	4,245	32,207
2007-2008	33,254	4,931	38,185

Instruction

The Library utilizes a number of strategies to assess the goal/objective in order to reach the desired outcomes listed above (1-4). Strategies such as group instruction, one-on-one consultations, web resources, faculty programs, assessment of instruction, student participation in classes, integration of information literacy into the curriculum, and handouts are utilized. The first of the web tutorials was completed and faculty and student response has been positive. In the summer of 2008, the Coordinator of Instruction, Rose Marshal, and Christie Eller, Reference Librarian, attend the Information Literacy Immersion Institute sponsored by the Association of College and research Libraries. As a result of their participation in the Institute, the goals and learning outcomes for the AFYS classes have been revised. This revision will serve as a guide for revision of the goals and learning outcomes/objectives for the information literacy effort over the next years (See Appendix II). Additionally, a pre/post-test has been developed and will serve as a method to assess the goals/objectives.

The number of information literacy classes and instruction sessions during the past year has decreased slightly but collaboration between library faculty and classroom faculty continues to provide the integration of information literacy skills at all levels. Additionally, building use and number of individual student interactions with library faculty and staff have increased. While the Library faculty began a formal assessment of library instruction in 2003/2004, the survey received substantial revision during the summer of 2006 and the data from that revision serves as a baseline. The survey is utilized at the end of many instruction sessions offered by the Library faculty. The evaluations of instruction in 2007/2008 indicated very positive results with relation to the goals and objectives of the assessment plan. Over 89% of the total respondents (n=350) answered that they “strongly agreed or agreed” with the statements that they “gained valuable knowledge/skills in conducting research during the session” or “felt capable of finding the information” needed. In the fall of 2006 a pilot survey of faculty whose classes received instruction was initiated in a test group (AFYS 101). Feedback from faculty utilizing instruction helped the library faculty make changes and adapt to the needs of the AFYS classes. An example of a change made for the AFYS classes was the acceptance of a common method of delivery with the utilization of a PowerPoint presentation. All library faculty members who teach AFYS students utilize the presentation, thereby ensuring that the AFYS students receive similar introductions to the Library. Surveys returned during the 2007/08 year responded in a positive manner. Additional teaching and instruction takes place at the Reference Desk in one-on-one sessions. Reference Desk interaction has increased by approximately 28% since FY2004/05. Finally, the Reference Department offered a series of tours during September of 2008. Only a small number of students took advantage of the tour offerings. Faculty and staff participated in numerous professional development activities.

Instruction/Information Literacy Classes 2001/02 - 2007/08

	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08
Sessions	73	102	126	102	161	176	160
Students	995	1825	2370	2243	2528	3256	2525

Highest Number of Information Literacy Sessions 2001/02 – 2007/08

	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08
Biology	1.9%	3.2%	6.3%	2.0%	0.0%	2.0%	1.5%
Business	1.9%	2.1%	11.1%	4.0%	0.8%	3.4%	2.5%
Communications	1.9%	2.1%	5.5%	0.0%	12.3%	14.7%	13.7%
Education	15.1%	6.4%	5.5%	4.0%	4.9%	4.5%	6.8%
English	39.6%	57.5%	39.7%	55.0%	44.3%	42.8%	40%
Exercise Science	0.0%	3.2%	0.1%	2.0%	0.8%	1.7%	0.6%
First Year	7.6%	1.1%	0.0%	0.0%	8.2%	9.6%	10.6%

Languages/Lit	0.0%	0.0%	0.0%	1.0%	0.0%	0.0%	0.0%
Geography	0.0%	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%
Geology	0.0%	0.0%	0.0%	0.0%	1.6%	3.4%	4.3%
History	5.7%	3.2%	1.6%	1.0%	0.0%	2.8%	5.6%
Nursing	9.4%	6.4%	5.5%	1.0%	1.6%	2.8%	2.5%
Philosophy	0.0%	1.1%	1.6%	1.0%	1.6%	.5%	0.0%
Political Science	3.8%	0.0%	0.0%	0.0%	0.0%	.5%	0.6%
Psychology	0.0%	2.1%	2.4%	0.0%	4.9%	5.1%	2.5%
Religion	0.0%	0.0%	0.0%	0.0%	0.8%	0.0%	0.0%
Sociology	0.0%	0.0%	5.5%	12.0%	4.9%	3.4%	0.0%
VPA	13.2%	10.6%	10.3%	16.0%	13.1%	0.0%	0.0%

Reference Desk Inquiries

	2004/05	2005/06	2006/07	2007/08
# Inquiries	2598	2492	3203	3318

Majors/Concentrations

Assessment of student learning outcomes at USCA is critically linked to the principles of faculty peer review and the connection of outcomes assessment to budgetary requests made in the program review process. The focus on the assessment of student learning outcomes complements traditional elements such as credit hour production, personnel needs, budget requests, and future plans. This practice successfully connected requests to resources with learning outcomes.

In addition to annual program review, the Faculty Academic Assessment Committee reviews each academic program leading to a degree at USCA every three years. This review is accomplished with a rubric to evaluate the quality of assessment programs and an iterative process of feedback and dialogue between academic units and the Committee. Further, the Committee has charged the Director of Institutional Effectiveness to review assessment reports of units in the year following Committee review to determine the extent to which Committee recommendations have been addressed. The Director has also been charged to meet with unit leaders the semester before materials are due to the Committee to coach them through the submission process. This past year has also seen the implementation of a new enterprise assessment software system, TracDat. Through careful configuration of TracDat, and numerous training workshops held over the past year, the effectiveness of the reinvigorated process are already noticeable with the quality of assessment data being collected.

Ratings of Assessment Programs from Assessment Committee Review

(Target Mean Rating = 3.0; 4=Exceeds Guidelines, 3=Meets Guidelines, 2=Approaches Guidelines, 1=Does Not Meet Guidelines or Missing)

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Number of Majors Reviewed by Assessment Committee	6	5	8	6	6	5
Goals	2.0	2.4	2.8	2.9	2.2	2.8
Objectives	2.0	1.8	2.3	2.8	2.2	3.4
Measurement	5.0	2.0	2.3	2.7	2.3	3.4
Findings	1.7	1.7	2.5	2.7	2.1	3.6
Use of Results	1.7	1.7	2.0	2.5	2.1	3.4

Chemistry

Mission

The Department of Chemistry and Physics strives to offer curricula of high academic quality, to foster an environment supportive of scholarly activity, to provide service courses for the general education of undergraduate students, and to serve as a physical science resource for the community. To this end, the department offers a Bachelor of Science degree with a major in chemistry, a minor in chemistry, and courses that may be used to satisfy the chemistry and physics requirements that are stipulated by other degrees or to satisfy General Education.

Goals for Learning Outcomes

1. Students will understand and appreciate the fundamental principles of the chemical sciences including the theory and practice of the discipline and its major subfields, including: Analytical Chemistry, Inorganic Chemistry, Organic Chemistry, Physical Chemistry.
2. Students will apply theory to practice participating in a senior research project in collaboration with, and under close supervision of, a faculty member. Students will demonstrate proficiency in using computers and other information technology to solve problems in chemistry and students will demonstrate laboratory skills appropriate to the practice of chemistry, including the ability to acquire, interpret and analyze data using manual and instrumental methods, to carry out basic synthetic reactions, to maintain a laboratory notebook, to work confidently and safely in a laboratory.
3. Students will communicate clearly in speech and in writing.

Assessment Results

Learning Outcomes

Learning Outcome	2004	2005	2006	2007	2008	5-yr Avg.	Nat'l Avg.	Exit Survey 5-yr Average		
	American Chemical Society Exam Results							% Excellent	% Good	% Excellent + Good
Analytical	30	29	29	32	--	30	29	23	73	96
Inorganic	21	28	24	26	--	25	29	11	63	77
Organic (ACS Exam)	38	37	40	48	27	38	39	8	61	69
Physical (ACS Exam)	25	28	28	23	23	25	26	31	50	81
Assessment	Locally Developed Assessment									
Lab skills	--	--	--	--	--	--	NA	69	27	96
Instrumental Techn.	--	--	--	--	--	--	NA	42	58	100
Exit Exam (Spr / Fall)	47 / 59	52 / 60	51 / 60	60 / 52	44 / --	54	NA	NA	NA	NA
Thesis	67	69	75	77	67	71	NA	NA	NA	NA
Oral Presentation	84	84	88	83	83	84	NA	NA	NA	NA

Placement Outcomes, 2004-2008

Post Graduation Placement	Percent
Degree-related employment	66.7
Graduate school	13.3
Medical/health professional school	10.0
Other	10.0

Actions Taken Based on Assessment Results

- Modification of the curriculum.**

A review of the assessment data indicate that students generally perform at the national average in the four sub-disciplines taught in the chemistry program and within department expectations. The data from the senior survey indicates a general appreciation for topics in chemistry by most of the graduating students. However, data from the Senior Exit Exam, indicates a lack of retention of general topics into the senior year as the average scores are less than 60%. As a result, the course all seniors take in their penultimate semester was modified to include a rigorous review of general chemistry as it pertains to lab skills and the periodic nature of the elements during the first two weeks. It is hoped that this review at the beginning of their last two semesters will benefit their recall and translate into a stronger performance on these topics during the last courses.

- Addition of online computer course into curriculum to address student needs in technology education/application.**

In response to this shift in needs and our graduates' responses to questions of self-evaluated computer competency, the department has developed a one semester course on-line course which will allow students in the

sophomore year to gain proficiency with the types of software tools chemists now use. This includes presentation software, mathematical packages, spreadsheets, chemical drawing, and electronic literature database searching. Integration of this course into the curriculum will help address the needs of the 65% of our students who rated their computer skills as only good or fair and the 39% of students who use library resources no more than once per semester. This new course complements but does not replace the existing programming requirement.

- **Increasing the sensitivity of the evaluative instruments**

Most of the graduates self report a high level of satisfaction with their perceived lab and instrument skills. Further, the assessment data indicate that students are using computers effectively for presentation and during their lab projects. The data concerning placement immediately after graduation also indicates the level of proficiency that employers and graduate programs feel students ought to possess. Although the data suggests that Goal 2 is being addressed sufficiently, the faculty believes the evaluative instruments may be improved upon to increase their sensitivity to capture specific details pertaining to computer proficiency and lab skills.

- **Additional proposed measures to evaluate writing and speech**

As faculty work to improve the sensitivity of the evaluation instruments, they propose to carefully examine any aspects that target specifically writing and speech communication and sample them directly. They will also be investigating the use of data from the analysis of the Writing Portfolio to get a clearer picture of their students' writing abilities.

Communications

Mission

The mission of the Department of Communications is to provide students with superior educational experiences in a respectful and supportive environment where the traditional academic concerns of teaching, service and scholarship are inherently intertwined to enhance and inform one another. The department helps each student understand how fundamental theories, principles, and practices apply in many communication contexts such as interpersonal, groups, organizations, cultures, and the mass media.

Goals for Learning Outcomes

The specific educational objectives of the program are to provide majors with learning experiences which will enable them to:

1. Demonstrate critical thinking, analytical and evaluative skills;
2. Demonstrate research abilities: gather and synthesize information, and share results with others;

3. Apply knowledge of communication principles and theories;
4. Demonstrate interpersonal communication competence;
5. Demonstrate competence in public presentation;
6. Demonstrate competence in written communication; and
7. Demonstrate competence in visual communication.

Assessment Results

Student Outcome	Student Self-Assessment (Rating Scale: 1 best, 5 worst)				Faculty Direct Assessment (% responding yes)	
	2006-07		2007-08		2006-07	2007-08
	Understands	Applies	Understands	Applies		
General Communication Knowledge, Skills and Abilities						
Critical thinking, analytical and evaluative skills	1.63	1.50	1.59	1.65	--	--
Research abilities: gather and synthesize information, and share results with others	1.71	1.88	1.76	1.65	--	--
Communication principles	1.63	1.63	1.53	1.71	--	--
Communication theories	1.63	1.75	1.82	1.94	--	--
Professional and disciplinary awareness	1.63	1.50	1.59	1.59	--	--
Specific Communication Knowledge, Skills and Abilities						
Ethical/legal considerations in communication	2.25	2.38	1.65	1.71		
Interpersonal communication	1.50	1.38	1.35	1.35	100%	83%
Communication in organizations and groups	1.50	1.50	1.29	1.29	88%	83%
Oral communication	1.57	1.50	1.65	1.59	97%	81%
Written communication	1.63	2.00	1.59	1.47	96%	67%
Communication through visual media	1.50	1.63	1.41	1.47	92%	50%

Writing Portfolio Score Distributions (Rated 1 (lowest) – 5 (highest))									
Rating	Academic Year								
	2005-2006			2006-2007			2007-2008		
Below 2.0	0%			4%			0%		
2.0-2.9	23%			39%			50%		
3.0-3.9	53%			43%			44%		
4.0 or above	25%			13%			15%		
	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
Average Score	3.90	3.33	2.75	2.76	3.03	3.32	3.07	3.20	3.30

Actions Taken Based on Assessment Results

- **Special attention devoted to student writing skills.**
Results from the exit survey continued to raise concerns, because results were somewhat inconsistent and below the high standards set for communications majors. Adequate, but not excellent, results on the Writing Portfolio reinforced the feeling of many of faculty in the Department that students enter the program with some degree of deficiency in their writing skills. The Department has been engaged in

ongoing discussions on this important issue, and has consulted with campus authorities. Examination of this issue continues.

- **Sustain and monitor high quality of teaching.**

Verbal comments suggested a high satisfaction with teaching quality and with the new curriculum structure introduced in 2005. The curriculum revision specifically responded to previous and similar assessment results, and this revision may sufficiently address these concerns. Since students usually need four or more years to graduate, one would expect the assessment measures to reflect these changes in time.

Education

The School of Education offers bachelor's degrees in Early Childhood Education, Elementary Education, Secondary Education (various concentrations), and Special Education. An undergraduate degree in Music Education is offered jointly with the Department of Visual and Performing Arts. Master's degrees are offered in Elementary Education as well as Educational Technology.

Mission

As an integral part of the University of South Carolina Aiken, the School of Education is committed to the University goals of active learning through excellence in teaching, faculty and candidate scholarship, and service. Candidates in the School of Education participate in a rigorous curriculum, which is anchored by a strong liberal arts and sciences component, comprised of courses in the humanities, fine arts, social sciences, mathematics, and natural sciences. These courses provide a foundation upon which the pedagogical content and pedagogy are built and dispositions such as responsible citizenship, respect for diversity, and cross-cultural understandings are developed. The School of Education faculty model instruction based on research, infused with technology, and aligned with national, state, and local standards. The School of Education collaborates with schools, school districts, and community service organizations to provide numerous and varied field experiences that are structured to prepare candidates to work with all students.

Expected Candidate Outcomes

The teacher education faculty in the School of Education challenges candidates to acquire and develop the knowledge, skills, and dispositions necessary to become successful Dynamic Educators who can plan, instruct, manage, communicate, and grow professionally. Specific and measurable objectives follow from these goals for outcomes and may be found in the Conceptual Framework for the USCA School of Education, available at <http://www.usca.edu/education/framework.html>.

Assessment Results

The School of Education pursues a rigorous and comprehensive assessment program as one requirement of its accreditation through the National Council for

Accreditation of Teacher Education. Overall measures of program quality are collected and monitored. These measures include: grade distributions, student grade point averages, rating scores from artifact assessment, and pass rates on Praxis examinations.

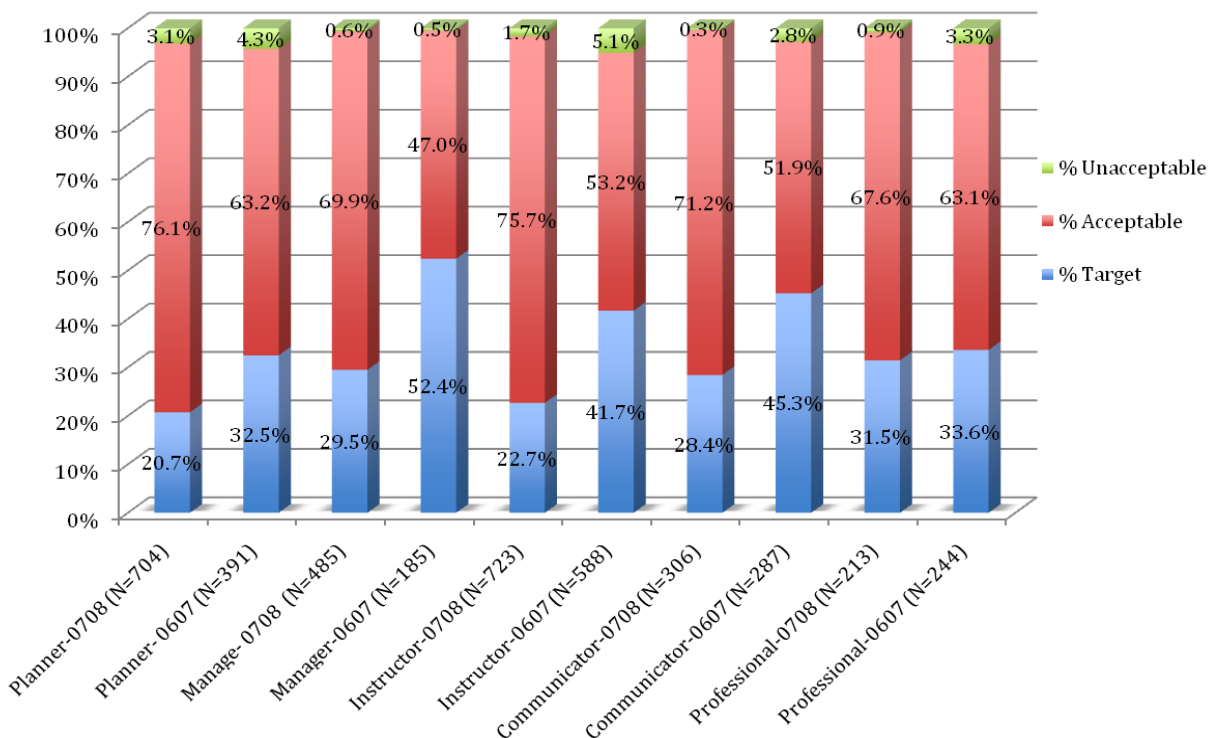
Praxis Pass Rates (Percent of Test-Takers Passing on 1st Attempt)

	2001-02	2002-03	2003-04	2004-05	2007-08
Reading	71.8%	74.1%	79.4%	62.5%	74.1%
Writing	71.0%	76.6%	71.7%	62.3%	78.4%
Math	79.6%	86.4%	90.0%	78.3%	83.2%

* Time periods = July 1 through June 30 of the following year.

Learning Outcomes from Artifact Assessments

Figure 3 - Conceptual Framework Elements Assessment Results Comparison, 2007-2008 vs 2006-2007



Actions Taken Based on Assessment Results

- Curricular changes based on Praxis exam data**
 The PPST (Praxis I) continues to be the major factor keeping candidates from acceptance into the professional program. Approximately 51% of

eligible candidates (those who have a 2.5 GPA and more than 60 semester hours credit) have been accepted into the professional program. This is an increase over the percent accepted the past couple of years. The School of Education made a concerted effort this past year to encourage students to study for the Praxis and to take it as soon as possible after graduating from high school. The School also encouraged candidates to attend Praxis workshops. Finally the writing room personnel took the Praxis I exam in order to understand the content of the Praxis so they could help candidates pass the exam. These efforts will continue over the next year. Although there is was an overall increase in Praxis II pass rates, the Dean has encouraged all faculty to take the Praxis II exam in their areas of study so that they can design assessments (and course curricula) that prepare candidates for the Praxis.

- **Curricular alignment with artifact data and alignment of rubrics**

Based on the artifact data, the areas with the highest unacceptable rates were in the areas of instruction, planning, and communication. Additionally, the number of assessments in managing, communication, and professionalism was low. The SOE will monitor this over the next year to determine if additional assessments are needed. Last year the two areas that were identified as needing improvement were professionalism and planning. As a result more emphasis on planning and professionalism were incorporated into courses. Data indicate that both areas improved based on artifact data collected in these two areas

- **Reduction of Faculty Advisement Load**

Although in-roads were made over the previous three years, the advisement load actually increased this past year. This was mainly due to the fact that the School of Education was short two faculty members. In 2008, those two vacancies were filled; however, another faculty position was vacated. However, once all vacancies are filled, the number of advisees per faculty member should drop again.

Exercise Science

Mission

The mission of the University of South Carolina Aiken Department of Exercise and Sports Science is to provide quality classroom and applied educational experiences to students pursuing a broad spectrum of exercise-related employment and graduate school opportunities. There are two areas of concentration that offer specialization in fitness management and basic sciences. The fitness management concentration provides business courses and internship opportunities that prepare the student for employment in the field of managing health-related programs. The basic sciences concentration provides course work and research opportunities that prepare the student either for employment in the field of exercise physiology or for graduate school.

Goals for Learning Outcomes

Students will:

1. Understand and apply basic principles related to the muscular system
2. Understand and apply basic principles related to the cardiovascular system
3. Understand and apply basic principles related to nutrition / risk factors / body composition
4. Understand and apply basic principles related to exercise training responses/adaptations
5. Understand and apply basic principles related to communication

Assessment Results

Data collection is still in a preliminary phase, but some data have been collected in a pilot project as rubrics for all goals and objectives were developed.

Performance Indicators	Mean
1.1 Students will understand muscle anatomy and physiology.	2.69
1.2 Students will be able to assess muscular fitness.	2.23
1.3 Students will be able to prescribe activities to enhance muscular fitness.	3.35
2.1 Students will understand cardiovascular anatomy and physiology.	2.53
2.2 Students will be able to measure heart rate by palpating the radial pulse.	3.00
2.3 Students will be able to measure blood pressure by the arm/cuff method.	3.21
2.4 Students will be able to interpret the results of a graded exercise test.	2.88
3.1 Students will understand the role of nutrition in health, weight management, exercise performance, and risk factor modification for disease.	2.78
3.2 Students will be able to measure body composition using skin-fold calipers.	2.82
3.3 Students will be able to design an exercise / risk factor modification program based on a clinical case study.	3.05
4.1 Students will understand the physiological response to exercise of varying mode, intensity, frequency, and duration.	2.64
4.2 Students will be able to evaluate data and subsequently describe the physiological adaptations to exercise training.	3.06
5.1 In Fitness Management, upon completion of an internship, students will be able to demonstrate the ability to communicate information learned during the internship to clients seeking advice from an exercise professional.	--
5.2 In Basic Sciences, students will be able to demonstrate the ability to design and implement a research project, analyze and interpret the results, and write a cogent manuscript based on the findings.	4.25

Actions Taken Based on Assessment Results

- **Curricular adjustments.**

Objective 1.1: With a mean of 2.69 (up from 2.43), students demonstrated inadequate understanding of muscle anatomy and physiology. Based on this finding, members of the EXS faculty have begun to discuss potential ways of strengthening the anatomy course, which is a prerequisite to human physiology. For example, anatomy instruction may be enhanced through the use of computerized anatomical displays or even through the use of human cadavers. We are also looking at the human physiology course itself. A potential solution would be to teach A&P I and A&P II, instead of separating anatomy from physiology. This is improving over the years with stronger anatomy instruction in the Department of Biology and Geology.

Objective 2.1: With a mean of 2.53 (up from 2.14), students demonstrated inadequate understanding of cardiovascular anatomy and physiology. Based on this finding, members of the EXS faculty have begun to discuss potential ways of strengthening the anatomy course, which is a prerequisite to human physiology. For example, anatomy instruction may be enhanced through the use of computerized anatomical displays or even through the use of human cadavers. We are also looking at the human physiology course itself. A potential solution would be to teach A&P I and A&P II, instead of separating anatomy from physiology. This is improving over the years with stronger anatomy instruction in the Department of Biology and Geology.

Objective 4.2: With a mean of 3.06 (up from 2.93 and 2.88), students demonstrated adequate ability to evaluate data and subsequently describe the physiological adaptations to exercise training. More creative teaching mechanisms have been implemented.

Objective 5.2: With a mean of 4.25 (the same as 4.25 last year), students demonstrated adequate to superior ability to design and implement a research project, analyze and interpret the results, and write a cogent manuscript based on the findings. Two major improvements were implemented this year: 1) Students presented findings of research at the first annual USCA Research Day, and 2) With growth to 16 students, we have made this into a class format instead of an independent study format.

Alumni/Placement Surveys

Responses to questions asked alumni graduating in 2004-2005 indicate high levels (80-90%) of satisfaction with academic programs at USCA. In Spring 2009, a 95-question survey was sent to 1068 alumni who received bachelor's degree between December 2004 and August 2005; 108 of these surveys was returned for a response rate of 10.1%. All required tables appear at the end of this section.

Student Satisfaction

Of the 108 students who graduated in 2004-2005 and responded to the survey, just over nine out of ten (90.1%) of them indicated they were "very satisfied" or "satisfied" with their overall academic experience at USC Aiken. Among this same group of alumni, 84.6% indicated they were very satisfied or satisfied with their major, and 92.3% were very satisfied with the instruction they received in their major. Satisfaction with their required general education courses outside of their areas of interest and expertise approximately the same with 85.3% indicating they were very satisfied or satisfied with their overall general education program, and 81.6% reporting they were very satisfied or satisfied with the instruction they received in these general education courses.

While these results indicate that satisfaction with USCA's academic program has remained consistently high over time, the intensity of satisfaction levels appears to be weakening, with lower percentages of alumni indicating they were "very satisfied" with various elements. There may be some relationship between student satisfaction and job satisfaction, which appears also to have declined during this period, a finding that is not particularly surprising given that this survey was conducted at the same time as the economic downturn. It is also possible that increases in tuition may also have depressed the rates of students who were very satisfied with their overall academic program.

Frequency of Activities and College Influence on Activities

Approximately a quarter (24.3%) of graduates indicated that were involved in career-related advanced education or training on a weekly basis, and another 18.4% indicated their involvement in continuing education was monthly. Just over a fifth (23.5%) of respondents indicated they participate weekly in a social or recreational organization, and another quarter (25.5%) participates on a monthly basis. More than a quarter of alumni indicated that on either a weekly or monthly basis they were involved in lifelong learning (34.3%), professional service organizations (33.9%), volunteer or community service (41.6%), or support for or participation in the arts (28.5%).

Alumni reported that their college experience had most influence in these activities related to education and training and least influence in their support of or participation in the arts. More than half of respondents indicated that the college experience had strongly or moderately influenced their current participation in career-related advanced education or training (66.4%), their current participation in lifelong learning (58.7%), and their current participation in professional or service organizations (55.8%). Over a third of graduates felt that college strongly or moderately influenced their involvement in volunteer work (44.7%), social or recreational organizations (41.8%), and participation in or support of the arts (34.3%).

Voting Behavior

Over half (64.4%) of 2004-2005 graduates reported that they had voted in all of the elections after leaving college, and almost another quarter (24.0%) indicated that they had voted in most of the elections since they graduated. The remaining 11.6% of respondents indicated that they had voted in some (3.8%), few (1.9%), or none (5.8%) of these recent elections.

Job Placement

Approximately two-thirds (68.9%) of alumni reported they had obtained their first full-time job within three months after graduation. Another 10.7% found employment four to six months after graduation, while 6.8% of these graduates indicated they did not seek a full-time job. For the rest, 11.6% indicated that it took seven months to over a year before they found their first full-time job, and 1.9% reported they still have not obtained a full-time job.

The current status of graduates reported on the survey indicates that a little over a quarter are continuing their education full-time (6.9%) or are employed full-time with they are in school (21.8%). Only 5% indicated they were caring for a home or family, with another 5% reporting that they were unemployed and seeking work. More than eight out of ten respondents (83.2%) indicated that they were employed.

More than half (56.6%) of graduates responded that their college major was highly related to their first job, and another 17.9% reported that their college major was moderately related to their first job. These levels of confluence between what was studied in college and early career employment appear to remain fairly consistent with graduates' current jobs, with 56.6% responding that their current job is highly related to their college major and 15.1% indicating their current job is moderately related to their major.

The results indicate that almost three quarters of graduates' first job placement (72.0%) was within the state of South Carolina. Another 17.8% indicated that their first job was in the Southeast, outside of South Carolina, while 6.5% were employed outside of the Southeast.

It is also critical to recognize from a policy making perspective, that students who are unemployed, underemployed, and dissatisfied with their career trajectory are less likely to respond to surveys administered by their previous colleges and universities. Further, institutions have a vested interest in bolstering job placement rates of graduates, and it is not in their interests to actively pursue likely non-respondents. Data about career placement, salary, and job satisfaction for federal and state uses would better be collected by a third party such as lenders who already report sensitive personal information to government entities.

Alumni Salaries

Questions about salaries are not required by the Performance Funding statute, but they are included on USCA's alumni survey. Among respondents who answered these questions (88%), the estimated mean salary for the first job after graduation was \$23,600, with about six out of ten (58.2%) of respondents earning less than \$20,000 a year, and 39.7% earning over \$30,000 a year. Over the course of two to three years, the mean salary of graduates rose to \$35,000, an increase of over 48%. This increase may also indicate a shift from part-time to full-time work.

	First Job		Current Job	
	N	Valid %	N	Valid %
Less than \$10,000	13	13.3	9	9.9
\$10,000 to \$19,999	44	44.9	7	7.7
\$20,000 to \$29,999	2	2.0	16	17.6
\$30,000 to \$39,999	26	26.5	26	28.6
\$40,000 to \$49,999	12	12.2	19	20.9
\$50,000 to \$59,999	1	1.0	10	11.0
\$60,000 to \$69,999	0		3	3.3
\$70,000 or more	0		1	1.1
Estimated mean salary		\$23,600		\$35,000

Learning Outcomes

Graduates identified their largest strengths in broad areas critical for success after college. More than eight out of ten indicated that compared to other college graduates they are above average or outstanding in their abilities to work independently (88.6%), follow directions (85.1%), work cooperatively as member of a group or team (86.7%) , learning on their own (87.9%), and persisting at difficult tasks (81.35). Areas in which graduates rated themselves least positively included understanding and applying scientific principles (43.4%), understanding and appreciating the arts (48.6%) and speaking a second language (17.1%). These areas have all been targeted in the general education curriculum for additional focus.

95% Confidence Interval Estimates of Undergraduate Alumni Self-Assessments of Learning Outcomes Ranked High to Low

Compared to other college graduates, rate your abilities in the following areas. 5=Outstanding (top10%), 4=Above Average, 3=Average, 2=Below Average, 1=Poor(bottom 10%)

Learning Outcome	Lower limit	Mean	Upper limit
Working independently	4.19	4.31	4.44
Following directions	4.16	4.29	4.43
Working cooperatively as a member of a group or team	4.13	4.26	4.39
Learning on your own	4.12	4.25	4.38
Thinking critically and analytically	4.00	4.14	4.28
Persisting at difficult tasks	3.99	4.13	4.27
Understanding written information	3.97	4.11	4.25
Organizing your time effectively	3.94	4.09	4.25
Planning and carrying out projects	3.94	4.08	4.22
Leading/guiding others	3.90	4.06	4.21
Understanding the interaction between people and society	3.89	4.03	4.16
Using computing and information technology	3.88	4.03	4.18
Understanding citizen rights, responsibilities, and privileges	3.88	4.02	4.16
Writing effectively	3.82	3.96	4.10
Caring for your own physical/mental health	3.80	3.95	4.11
Speaking effectively	3.75	3.90	4.04
Understanding issues that affect you as a consumer	3.75	3.90	4.04
Understanding graphs and charts	3.64	3.79	3.94
Using the library	3.60	3.75	3.91
Using mathematics	3.56	3.73	3.90
Understanding philosophies and cultures different from your own	3.56	3.71	3.86
Understanding and applying scientific principles	3.36	3.53	3.70
Understanding and appreciating the arts	3.34	3.53	3.72
Speaking a second language	2.15	2.37	2.60

Alumni Tables

INSTITUTIONAL ALUMNI SURVEYS - Summary

Name of Institution: USC Aiken

Academic Year for Graduating Students: 2004-2005

Section 59-103-350 (D) of the SC Code of Laws, 1976 (amended), requires public institutions of higher learning to report satisfaction data on graduates. By including the satisfaction data as part of the alumni follow-up survey, institutions will be reporting biannually on graduates three years prior. Please indicate the number of responses to each item in the appropriate column. (Individual percentages will be calculated automatically.)

The hyperlink for this report is: <http://ie.usca.edu/assessment/IEReports/IEReport2009.pdf>

How many students were surveyed? 1068

How many students responded? 108

Response Rate: 10.1%

Was this population a sample or the total group? Total group

1. Students' level of satisfaction with:

	Responses to Question % of Total Responses		Very Satisfied		Satisfied		Somewhat Satisfied		Somewhat Dissatisfied		Dissatisfied		Very Dissatisfied	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1.1 MAJOR Program of Study	104	96.3%	45	43.3%	43	41.3%	12	11.5%	2	1.9%	1	1.0%	1	1.0%
1.2 INSTRUCTION in the major	104	96.3%	50	48.1%	46	44.2%	7	6.7%	0	0.0%	0	0.0%	1	1.0%
1.3 GENERAL EDUCATION program of study (non-major requirements)	102	94.4%	29	28.4%	58	56.9%	11	10.7%	4	3.9%	0	0.0%	0	0.0%
1.4 INSTRUCTION in general education	103	95.4%	28	27.2%	56	54.4%	16	15.6%	2	1.9%	0	0.0%	1	1.0%
1.5 OVERALL ACADEMIC EXPERIENCE	101	93.5%	34	33.7%	57	56.4%	10	9.9%	0	0.0%	0	0.0%	0	0.0%

2. How frequently involved in each of the following activities (on or off the job):

	Responses to Question % of Total Responses		Weekly		Monthly		Annually		Less Often		Never	
	#	%	#	%	#	%	#	%	#	%	#	%
2.1 Career-related advanced education or training	103	95.4%	25	24.3%	19	18.4%	30	29.1%	19	18.4%	10	9.7%
2.2 "Lifelong learning"/personal enrichment studies outside career area(s)	102	94.4%	15	14.7%	20	19.6%	26	25.5%	23	22.5%	18	17.6%
2.3 Professional or service organizations	103	95.4%	9	8.7%	26	25.2%	32	31.1%	15	14.6%	21	20.4%
2.4 Volunteer, public or community service	101	93.5%	13	12.9%	29	28.7%	31	30.7%	12	11.9%	16	15.8%
2.5 Social/recreational organization	102	94.4%	24	23.5%	26	25.5%	16	15.7%	19	18.6%	17	16.7%
2.6 Support or participation in the arts	102	94.4%	7	6.9%	22	21.6%	22	21.6%	26	25.5%	25	24.5%

3. The college experience influenced my participation in the above activities:

	Responses to Question % of Total Responses		Strongly		Moderately		Somewhat		None at all	
	#	%	#	%	#	%	#	%	#	%
3.1 Career-related advanced education or training	104	96.3%	37	35.6%	32	30.8%	25	24.0%	10	9.6%
3.2 "Lifelong learning"/personal enrichment studies outside career area(s)	104	96.3%	26	25.0%	35	33.7%	21	20.2%	22	21.2%
3.3 Professional or service organizations	104	96.3%	24	23.1%	34	32.7%	26	25.0%	20	19.2%
3.4 Volunteer, public or community service	103	95.4%	17	16.5%	29	28.2%	29	28.2%	28	27.2%
3.5 Social/recreational organization	103	95.4%	18	17.5%	25	24.3%	28	27.2%	32	31.1%
3.6 Support or participation in the arts	102	94.4%	13	12.7%	22	21.6%	33	32.4%	34	33.3%

3A Aggregate

4. I have voted in ___ of the elections since leaving college.

	Responses to Question % of Total Responses		All		Most		Some		Few		None	
	#	%	#	%	#	%	#	%	#	%	#	%
	104	96.3%	67	64.4%	25	24.0%	4	3.8%	2	1.9%	6	5.8%

PLACEMENT DATA ON GRADUATES - Summary

Name of Institution:	USC Aiken		
Academic Year Surveyed Students Graduated:	2004-2005		
<p>Section 59-103-350 (B)(6), (C)(4) of the SC Code of Laws, 1976 (amended), requires public institutions of higher learning to report placement data on graduates. By including the placement data as part of the alumni follow-up survey, institutions will be reporting biannually on graduates three years prior. Please indicate the number of responses to each item in column (D). (Individual percentages will be calculated automatically.)</p>			
The hyperlink for this report is:	http://ie.usca.edu/assessment/IEReports/IEReport2009.pdf		
How many graduates did you survey?	1068	What percent of the graduating cohort does this represent?	100.00%
How many surveys were returned?	108	Survey response rate:	10.1%
Survey Based on (Place "X" in one):	<input type="checkbox"/> Sample <input checked="" type="checkbox"/> Total Group		

1. How long did it take the students to obtain their first full-time job after graduation?

	# of Responses	% of Total
a. Prior to leaving college	35	34.0%
b. Less than one month	16	15.5%
c. 1 to 3 months	20	19.4%
d. 4 to 6 months	11	10.7%
e. 7 to 12 months	6	5.8%
f. Over 12 months	6	5.8%
g. Have not obtained a full-time job	2	1.9%
h. Did not seek a full-time job	7	6.8%
Total	103	

2. Indicate which single category best describes the student's current status.

Currently	# of Responses	% of Total
a. Continuing my education full-time	7	6.9%
b. Employed and continuing my education	22	21.8%
c. Employed full-time	55	54.5%
d. Employed part-time	7	6.9%
e. Self-employed	0	-
f. Serving in Armed Forces	0	-
g. Caring for a home/family	5	5.0%
h. Unemployed, seeking work	5	5.0%
i. Unemployed, not seeking work	0	-
j. Other	0	-
Total	101	

3. Indicate the relationship between the student's college major and their first full-time job after graduation.

After Graduation	# of Responses	% of Total
a. Highly related	60	56.6%
b. Moderately related	19	17.9%
c. Slightly related	8	7.5%
d. Not related	15	14.2%
e. Not employed	4	3.8%
Total	106	

4. Indicate the relationship between the student's college major and their full-time job.

Currently	# of Responses	% of Total
a. Highly related	60	56.6%
b. Moderately related	16	15.1%
c. Slightly related	10	9.4%
d. Not related	12	11.3%
e. Not employed	8	7.5%
Total	106	

5. Indicate the location of the student's first job after graduation.

After Graduation	# of Responses	% of Total
a. South Carolina	77	72.0%
b. Southeast, outside of South Carolina	19	17.8%
c. Outside the Southeast	7	6.5%
d. Not employed	4	3.7%
Total	107	

PLACEMENT SURVEY

Name of Institution: USC Aiken

1. How long did it take you to obtain your first full-time job after graduation?

a. Prior to leaving college	35
b. Less than one month	16
c. 1 to 3 months	20
d. 4 to 6 months	11
e. 7 to 12 months	6
f. Over 12 months	6
g. Have not obtained a full-time job	2
h. Did not seek a full-time job	7

2. Which single category best describes your current status?

a. Continuing my education full-time	7
b. Employed and continuing my education	22
c. Employed full-time	55
d. Employed part-time	7
e. Self-employed	0
f. Serving in Armed Forces	0
g. Caring for a home/family	5
h. Unemployed, seeking work	5
i. Unemployed, not seeking work	0
j. Other	0

3. How related was your college major to your first full-time job after graduation?

a. Highly related	60
b. Moderately related	19
c. Slightly related	8
d. Not related	15
e. Not employed	4

4. How related is your college major to your current full-time job?

a. Highly related	60
b. Moderately related	16
c. Slightly related	10
d. Not related	12
e. Not employed	8

5. Where was your first job after graduation?

a. South Carolina	77
b. Southeast, outside of South Carolina	19
c. Outside of the Southeast	7
d. Not employed	4

Statement on Technology Preparation

At USCA, major programs ensure that their graduates are proficient in technology at a level acceptable to their disciplinary and professional standards. Outcomes for technological proficiency are typically addressed in goals for student learning in the Program Review Process and measured in the course of the unit's overall assessment plan. For instance, in the professional schools, such outcomes have been fashioned to meet the standards of national bodies (AACSB, NCATE, NLNAC) that have accredited USCA's programs. Other majors provide for technology instruction in ways that are uniquely tailored to their specific curricula, often through a research methods or technology course (Business, Psychology, Sociology). Other programs integrate technological preparation throughout the curriculum (Communications, Education, English, Exercise Science, Fine Arts, Mathematics and Computer Science) and also develop these skills in conjunction with specific instruction from faculty librarians who promote use of electronic research tools, web-based bibliographic tools, and other cutting-edge research techniques. Further, all classrooms at USCA are equipped with a computer and projector with internet access. The entire campus supports wireless connectivity, and wireless laptops are used in curricular and co-curricular activities.

USCA has prioritized technology in its strategic plan because technological skills are so central to global competitiveness in the work force. Some examples are listed below that indicate the success with which students and faculty have made significant and expanding use of the technology available to them:

- Results from the 2004, 2006, and 2008 National Survey of Student Engagement (NSSE) indicate that USCA students use computers on academic work with slightly higher frequency than did freshmen and seniors at other institutions participating in the NSSE. Further, USCA students reported higher levels of knowledge and personal development in using computing and information technology than did students at other institutions participating in NSSE (question 11g., $p < 0.001$ for seniors). See <http://ie.usca.edu/research/surveys/nsse/index.htm> for a detailed presentation of all results. Results from the 2010 NSSE administration will be available in August 2010.
- Following the adoption of a policy that makes students responsible for reading communications in their University email accounts in a timely fashion, listservs have been created for all official classes and for academic advising groups. Groups may request special listservs from the Computer Services Division.

USCA's Active Directory protocol for email and other password-protected access, which is the one of the most advanced communication networks in the USC System, has been integral in promoting high levels of student communication via electronic media and their development of technology skills.

Institutional Effectiveness Data Tables

Programs Eligible for Accreditation and Programs Accredited

Applicable to four- and two-year institutions

This form includes a list of accrediting bodies for which one or more academic programs are currently accreditable in a South Carolina institution as reported on U.S. Department of Education FORM IPEDS-1C-1 (6-1-94) and/or have been approved by the Commission on Higher Education.

According to Section 59-101-350, the Commission is responsible for collecting “the number and percentage of accredited programs and the number and percentage of programs eligible for accreditation” from four- and two-year post-secondary institutions to be included in the annual report to the General Assembly. The Commission on Higher Education also uses this information as a base to fulfill requirements in Section 59-103-30 for performance funding to collect information on Instructional Quality by looking at the accreditation of degree-granting programs.

If your institution offers one or more programs listed in the Commission’s current Inventory of Academic Degree Programs (<http://connect.che.sc.gov/AS400/Inven/Default.asp>) that is accreditable by one or more of the following agencies, you should complete the columns in the table that follows by placing an “x” in the box. For those agencies that accredit individual programs within departments, please put the number of programs in parentheses beside the “x”. An accreditable program is one that is eligible for accreditation, regardless of whether or not the institution chooses to pursue accreditation. An accredited program is one that has been granted full accreditation status by the appropriate accrediting agency.

The addition or deletion of an agency from this list is a prescribed process, administered through the Commission’s Academic Affairs Division. If an agency is added to this list the date that it is added dictates when an accreditable program should be counted “against” the institution with regard to its full accreditation. The most recent agencies that have been added to the list have their corresponding dates listed so that institutions can better calculate the time frame for accreditation. Any agencies that appear on the list without a corresponding date should be understood to have appeared prior to May 1998. For a complete set of policies and procedures regarding this process, see the Commission’s website at: <http://www.che400.state.sc.us/AcademicAffairs/Accreditation%20Guidelines.doc>.

Institution:

University of South Carolina Aiken

Please type institution name in box.

LIST OF NATIONAL INSTITUTIONAL AND SPECIALIZED ACCREDITING BODIES RECOGNIZED BY THE SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

These agencies and areas may also be found on the CHE's website at:

http://www.che.sc.gov/AcademicAffairs/Accrediting_Agencies_Recognized_by_CHE.htm

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
American Assembly of Collegiate Schools of Business - International Association for Management Education	An institution may be accredited by the AACSB or the ACBSP					
Business (BUS)-Baccalaureate, Masters', and Doctoral degree programs in business administration and management	X	X				
NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC						
Music (MUS) - Baccalaureate and graduate degree programs	X		2004		Nov. 2009	
NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION						
Teacher Education (TED) - Baccalaureate and graduate programs for the preparation of teachers and other professional personnel for elementary and secondary schools	X	X				
NATIONAL LEAGUE FOR NURSING, INC						
Nursing (NUR) - Baccalaureate and higher degree programs	X	X				

Total

4 3

THIS INFORMATION TO BE USED FOR PERFORMANCE

INDICATOR 3D

University of South Carolina Aiken

INSTITUTION:**COURSES TAUGHT BY FACULTY**

APPLICABLE FOR FOUR- AND TWO-YEAR INSTITUTIONS – REPORTED FOR FALL 2008

According to Section 59-101-350, the Commission is responsible for collecting “the percent of lower division instructional courses taught by full-time faculty, part-time faculty, and graduate assistants” from four- and two-year post-secondary institutions to be included in the annual report to the General Assembly.

The Commission will use previously-reported CHEMIS information for data in this table. Institutions will have an opportunity to proof this information prior to the publication of the January 2009 report. Faculty definition will be any faculty, staff or graduate assistant who teach a credit course.

SUCCESS OF STUDENTS IN DEVELOPMENTAL COURSES

Four-Year Colleges and Universities no longer offer these courses, therefore this table has been deleted.

STUDENT INVOLVEMENT IN SPONSORED RESEARCH

Applicable to Four-Year Institutions – Reported for Fall 2008

According to Section 59-101-350, the Commission is responsible for collecting “the percent of graduate and upper division undergraduate students participating in sponsored research programs” from four-year institutions to be included in the annual report to the General Assembly.

The numbers included here should reflect the graduate and upper division undergraduate students who participate in sponsored research programs. Each institution that receives research dollars generated by external funding (sponsored research) should report the number of students who benefit from these dollars.

The CHE will calculate the percentage using these data and headcount enrollment data from the Fall 2008 IPEDS Enrollment Forms.

	NUMBER OF STUDENTS PARTICIPATING IN SPONSORED RESEARCH (EXCLUDE FIRST PROFESSIONAL STUDENTS)
UPPER DIVISION, UNDERGRADUATE STUDENTS	35
GRADUATE STUDENTS	2

INSTITUTION:

RESULTS OF PROFESSIONAL EXAMINATIONS

APPLICABLE TO ALL SECTORS – REPORTED FOR APRIL 1, 2008- MARCH 31, 2009

According to Section 59-101-350, the Commission is responsible for collecting “student scores on professional examinations with detailed information on state and national means, passing scores, and pass rates, as available, and with information on such scores over time, and the number of students taking each exam” from four- and two-year institutions to be included in the annual report to the General Assembly. The Commission on Higher Education also uses this information as the primary source with which to fulfill requirements in Section 59-103-30 for performance funding to collect information on Instructional Quality and Graduates’ Achievements by looking at the scores of graduates on post-undergraduate professional, graduate, or employment-related examinations and certification tests.

Past committee work and the development of performance funding have defined the collection of this information to include only first-time test takers (except the teacher education exams at four-year institutions, which include all test takers) for those students who completed an examination during the period of **April 1, 2008 through March 31, 2009**. The following tables display the exams that each sector has reported in the past. Please use this list as a guide for the exams you report this year on the table provided. **Please be aware that your institution may have students taking certification exams that have not been reported on in the past.** This would be the case if students were just beginning to complete a new program. In such cases, please report the scores and indicate that the exam is new to the table. New exams will not be used for Performance funding reporting.

The Commission will request national and state pass rates and any additional information for these examinations, as it is available, from national and state agencies to be used in the report to the General Assembly. These national and state agencies can be found in “A Closer Look.”

Praxis exams are reported separately in the following table.

Please note that Praxis results are reported on all test-takers. Other exams are reported on first-time test-takers.

Name of Exam	Date(s) Administered	# of Examinees	# of Examinees who Passed	% Examinees Passing
TEACHING SECTOR				
PRAXIS SERIES II: CORE BATTERY PROFESSIONAL KNOWLEDGE	----	----	----	----
PRAXIS SERIES II: PRINCIPLES OF LEARNING & TEACHING (K-6)	4/26/08, 6/14/08, 7/26/08, 9/13/08, 11/15/08, 1/10/09, 3/14/09	63	57	90%
PRAXIS SERIES II: PRINCIPLES OF LEARNING & TEACHING (5-9)	4/26/08, 6/14/08, 7/26/08, 9/13/08, 11/15/08, 1/10/09, 3/14/09	3	1	33%
PRAXIS SERIES II: PRINCIPLES OF LEARNING & TEACHING (7-12)	4/26/08, 6/14/08, 7/26/08, 9/13/08,	18	18	100%
PRAXIS SERIES II: SPECIALTY AREA TESTS	4/26/08, 6/14/08, 7/26/08, 9/13/08, 11/15/08, 1/10/09, 3/14/09	133	123	92%

Results of All Other Examinations 2008-09

Name of Exam	Date(s) Administered	# of Examinees	# of 1 st Time Examinees	# of 1 st Time Examinees who Passed	% 1 st Time Examinees Passing
TEACHING SECTOR					
National Council Licensure Exam. (NCLEX) - Registered Nurse	April 1, 2008 – March 31, 2009	64	64	58	90.63%